

**ASSOCIATE SUPERINTENDENT APPROVAL** \_\_\_\_\_

**STATE BOARD MEETING DATE** January 28, 2013

**SUBJECT:** Teacher Evaluation Framework – Teacher Performance Classifications

**SUBMITTED BY:** Vince Yanez

**MANAGEMENT TEAM REVIEW:**

**BACKGROUND INFORMATION:**

A.R.S. § 15-203 requires the Board to adopt and maintain a model framework for teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three per cent and fifty per cent of the evaluation outcomes. On April 25, 2011, the State Board of Education (SBE) unanimously passed the Arizona Framework for Measuring Educator Effectiveness.

HB 2823, passed in the Fiftieth Legislature, Second Regular Session, required the Board to include on or before December 1, 2012, four performance classifications, designated as Highly Effective, Effective, Developing and Ineffective, and guidelines for school districts and charter schools to use in their evaluation instruments.

At the September 2012 meeting, the State Board adopted the classification and guidelines, which included a time limitation on the Developing classification. Following a number of questions from the field, in October 2012, the State Board directed Executive Director Yanez to develop recommendations to amend the Developing classification for consideration at the January 2013 meeting.

**BOARD ACTION REQUESTED:** ☐ INFORMATION ☒ ACTION/DESCRIBED  
**BELOW:**

Board Staff has prepared a draft amendment for Boards' review and consideration.

**ATTACHMENTS:** YES ☒ NO ☐

## **DEFINITIONS**

### Veteran Teacher

A teacher with three or more years of experience.

### New Teacher

A teacher new to the profession with less than three years of experience.

### Newly Reassigned Teacher

A teacher who has been newly assigned to a grade, a content area or a school.

## **Teacher Performance Classifications:**

As prescribed in A.R.S. § 15-203, beginning in school year 2013-2014 all school districts and charter schools shall classify each teacher in one of the following four performance classifications:

- **Highly Effective:** A *highly effective* teacher consistently exceeds expectations. This teacher's students generally made exceptional levels of academic progress. The highly effective teacher demonstrates mastery of the state board of education adopted professional teaching standards, as determined by at least two classroom observations.
- **Effective:** An *effective* teacher consistently meets expectations. This teacher's students generally made satisfactory levels of academic progress. The effective teacher demonstrates competency in the state board of education adopted professional teaching standards, as determined by at least two classroom observations.
- **Developing:** A *developing* teacher fails to consistently meet expectations and requires a change in performance. This teacher's students generally made unsatisfactory levels of academic progress. The developing teacher demonstrates an insufficient level of competency in the state board of education adopted professional teaching standards, as determined by at least two classroom observations. The Developing classification may be appropriate for new or newly reassigned teachers, but for all other teachers it shall be limited to two years. The developing classification is not intended to be assigned to a veteran teacher for more than two consecutive years. This classification may be assigned to new or newly-reassigned teachers for more than two consecutive years.
- **Ineffective:** An *ineffective* teacher consistently fails to meet expectations and requires a change in performance. This teacher's students generally made unacceptable levels of academic progress. The ineffective teacher demonstrates minimal competency in the state board of education adopted professional teaching standards, as determined by at least two classroom observations.